

## A C Moore Elementary

333 Etiwan Dr.  
Columbia, South Carolina 29205

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	319 Students	
<b>Principal</b>	Quantina Haggwood	803-343-2910
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Lane Quinn	803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	47	2	0

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Average	Below Average	Yes

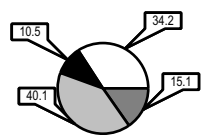
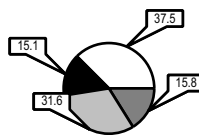
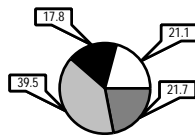
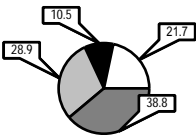
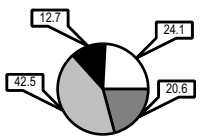
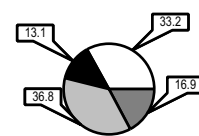
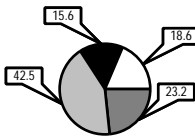
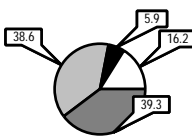
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	161	93.8	15.8	30.2	42.4	11.5	61.2	Yes	Yes
<b>Gender</b>									
Male	77	96.1	24.2	25.8	43.9	6.1	59.1	N/A	N/A
Female	84	91.7	8.2	34.2	41.1	16.4	63.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	67	98.5	11.1	17.5	52.4	19.0	74.6	Yes	Yes
African American	67	89.6	22.8	47.4	28.1	1.8	40.4	Yes	Yes
Asian/Pacific Islander	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	92.9	16.7	33.3	50.0	0.0	66.7	I/S	I/S
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	133	99.2	6.6	33.6	46.7	13.1	68.0	N/A	N/A
Disabled	28	67.9	82.4	5.9	11.8	0.0	11.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	161	93.8	15.8	30.2	42.4	11.5	61.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	21	95.2	14.3	28.6	35.7	21.4	71.4	I/S	I/S
Non-Limited English Proficient	140	93.6	16.0	30.4	43.2	10.4	60.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	76	89.5	23.7	42.4	28.8	5.1	45.8	Yes	Yes
Full-pay meals	85	97.6	10.0	21.3	52.5	16.3	72.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	161	93.8	16.5	41.0	23.0	19.4	56.8	Yes	Yes
<b>Gender</b>									
Male	77	96.1	18.2	40.9	19.7	21.2	56.1	N/A	N/A
Female	84	91.7	15.1	41.1	26.0	17.8	57.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	67	98.5	7.9	31.7	27.0	33.3	76.2	Yes	Yes
African American	67	89.6	28.1	59.6	10.5	1.8	28.1	Yes	Yes
Asian/Pacific Islander	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	92.9	16.7	16.7	50.0	16.7	66.7	I/S	I/S
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	133	99.2	11.5	41.0	26.2	21.3	62.3	N/A	N/A
Disabled	28	67.9	52.9	41.2	0.0	5.9	17.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	161	93.8	16.5	41.0	23.0	19.4	56.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	21	95.2	14.3	21.4	35.7	28.6	64.3	I/S	I/S
Non-Limited English Proficient	140	93.6	16.8	43.2	21.6	18.4	56.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	76	89.5	20.3	59.3	16.9	3.4	37.3	Yes	Yes
Full-pay meals	85	97.6	13.8	27.5	27.5	31.3	71.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	161	98.8	36.7	31.3	16.3	15.6	32.0
<b>Gender</b>							
Male	77	98.7	33.3	34.8	13.0	18.8	31.9
Female	84	98.8	39.7	28.2	19.2	12.8	32.1
<b>Racial/Ethnic Group</b>							
White	67	98.5	17.5	28.6	22.2	31.7	54.0
African American	67	98.5	61.9	33.3	4.8	0.0	4.8
Asian/Pacific Islander	11	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	23.1	30.8	38.5	7.7	46.2
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	133	99.2	28.7	34.4	18.0	18.9	36.9
Disabled	28	96.4	76.0	16.0	8.0	0.0	8.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	161	98.8	36.7	31.3	16.3	15.6	32.0
<b>English Proficiency</b>							
Limited English Proficient	21	100.0	20.0	40.0	26.7	13.3	40.0
Non-Limited English Proficient	140	98.6	38.6	30.3	15.2	15.9	31.1
<b>Socio-Economic Status</b>							
Subsidized meals	76	98.7	56.1	31.8	9.1	3.0	12.1
Full-pay meals	85	98.8	21.0	30.9	22.2	25.9	48.1

<b>Social Studies</b>							
All Students	161	98.1	32.9	40.4	15.8	11.0	26.7
<b>Gender</b>							
Male	77	98.7	36.2	30.4	18.8	14.5	33.3
Female	84	97.6	29.9	49.4	13.0	7.8	20.8
<b>Racial/Ethnic Group</b>							
White	67	98.5	15.9	41.3	20.6	22.2	42.9
African American	67	97.0	54.8	41.9	3.2	0.0	3.2
Asian/Pacific Islander	11	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	23.1	38.5	38.5	0.0	38.5
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	133	99.2	23.0	45.9	18.9	12.3	31.1
Disabled	28	92.9	83.3	12.5	0.0	4.2	4.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	161	98.1	32.9	40.4	15.8	11.0	26.7
<b>English Proficiency</b>							
Limited English Proficient	21	100.0	20.0	53.3	20.0	6.7	26.7
Non-Limited English Proficient	140	97.9	34.4	38.9	15.3	11.5	26.7
<b>Socio-Economic Status</b>							
Subsidized meals	76	97.4	50.8	38.5	6.2	4.6	10.8
Full-pay meals	85	98.8	18.5	42.0	23.5	16.0	39.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	58	100.0	10.4	29.2	56.3	4.2	60.4
	4	49	95.9	22.5	35.0	35.0	7.5	42.5
	5	51	96.1	37.8	33.3	24.4	4.4	28.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	91.2	16.7	20.8	52.1	10.4	62.5
	4	52	92.3	9.1	38.6	38.6	13.6	52.3
	5	52	98.1	21.3	31.9	36.2	10.6	46.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	58	100.0	22.9	41.7	25.0	10.4	35.4
	4	49	98.0	22.5	30.0	27.5	20.0	47.5
	5	51	98.0	32.6	41.3	15.2	10.9	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	91.2	12.5	45.8	33.3	8.3	41.7
	4	52	92.3	22.7	34.1	15.9	27.3	43.2
	5	52	98.1	14.9	42.6	19.1	23.4	42.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	58	100.0	27.1	43.8	18.8	10.4	29.2
	4	49	98.0	22.5	40.0	22.5	15.0	37.5
	5	51	96.1	57.8	24.4	2.2	15.6	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	100.0	36.5	30.8	23.1	9.6	32.7
	4	52	100.0	37.5	33.3	8.3	20.8	29.2
	5	52	96.2	36.2	29.8	17.0	17.0	34.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	58	100.0	31.3	39.6	18.8	10.4	29.2
	4	49	98.0	20.0	40.0	12.5	27.5	40.0
	5	51	94.1	45.5	31.8	6.8	15.9	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	98.2	25.5	45.1	19.6	9.8	29.4
	4	52	100.0	39.6	43.8	12.5	4.2	16.7
	5	52	96.2	34.0	31.9	14.9	19.1	34.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 319)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	100.0%
Retention rate	1.0%	No change	2.9%	2.8%
Attendance rate	96.5%	Up from 95.8%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Up from 3.3%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%	Up from 3.2%	0.0%	0.0%
Eligible for gifted and talented	32.1%	Up from 28.0%	12.9%	10.4%
On academic plans	28.3%	N/AV	31.4%	33.6%
On academic probation	13.0%	N/AV	1.3%	1.0%
With disabilities other than speech	7.7%	Down from 9.9%	7.7%	7.5%
Older than usual for grade	0.3%	Up from 0.0%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 33)</b>				
Teachers with advanced degrees	63.6%	Up from 60.0%	55.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.4%	N/A	1.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 79.0%	88.9%	87.3%
Teacher attendance rate	95.2%	Up from 93.6%	95.0%	94.9%
Average teacher salary	\$45,846	Up 0.5%	\$42,610	\$42,485
Prof. development days/teacher	17.9 days	Up from 17.1 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	6.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 16.0 to 1	18.9 to 1	18.6 to 1
Prime instructional time	88.7%	Up from 87.5%	90.1%	89.7%
Dollars spent per pupil*	\$8,289	Up 7.5%	\$6,305	\$6,557
Percent of expenditures for teacher salaries*	75.5%	Up from 75.1%	64.9%	64.0%
Percent of expenditures for instruction*	81.0%		70.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

A. C. Moore Elementary is located in the heart of Columbia just minutes away from the University of South Carolina. This year, A. C. Moore celebrated its 75th anniversary. An alumni reception and silent auction were among the many events held to commemorate our rich history. A. C. Moore is an award-winning school with a diverse population. Almost 20% of our students are classified as Limited English Proficiency students. We have students from over 14 different countries who speak 12 different languages.

In 2005, student achievement continued to increase at A. C. Moore. A higher percentage of students scored Basic and above in every subject area on the Palmetto Achievement Challenge Test (PACT). Additionally, more students scored Proficient and Advanced on the English/Language Arts and Mathematics portions of the PACT test. This increase enabled A. C. Moore to successfully meet Adequate Yearly Progress (AYP) once again.

Our quest to increase student achievement has led to a renewed commitment to literacy.

This year, our staff development focused on reading and writing in all subjects. We have set a goal of having all students reading on or above grade level by the end of second grade. Because of this ambitious goal, we used a full-time certified reading teacher and two part-time certified teachers to work with students one-on-one and in small literacy groups in kindergarten, first and second grades during the school day. Some students concentrated on diagnosed deficiencies, while others worked on perfecting more advanced skills. In grades three through five, teachers implemented a reading program known as 100 Book Challenge that focused on independent reading and teacher-student conferencing as a way of improving reading skills. The program has already proven to be highly successful and has motivated and improved the skills of many of our poorest readers.

A. C. Moore's continued success is largely based on its exceptional staff. A. C. Moore is the home of the South Carolina School Nurse of the Year for 2005-2006. Our nurse will also serve as the district's Classified Employee of the Year in 2006-2007. The teachers and staff here use every opportunity to learn new and innovative ways to educate our students. We have several National Board Certified teachers, and many of our teachers hold advanced degrees. Our teachers often lead staff development training in our district and make presentations at state and national conferences. The teachers at A. C. Moore also take full advantage of our partnership with the University of South Carolina. They are able to participate in on-site classes and professional study groups led by a USC professor.

The faculty and staff at A.C. Moore will continue to use every resource available to ensure the academic success of our students. With an army of hard-working students, supportive parents and dedicated staff, we will continue to see an increase in those successes.

Quantina Hagwood, Principal  
Jeff Thordahl, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	29	52	41
<b>Percent satisfied with learning environment</b>	100.0%	86.3%	85.0%
<b>Percent satisfied with social and physical environment</b>	100.0%	88.5%	90.2%
<b>Percent satisfied with school-home relations</b>	96.6%	92.3%	82.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.